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ABSTRACT

In response to problems experienced by students from two-year college feeder schools, Brigham Young University (BYU) designed a computer file and transfer matrix screen to automate and standardize the transfer evaluation process. The file contains transcript information on courses for each college providing transfer students, including such information as the course name, department, catalog number, credit hours, and upper/lower division status; equivalent BYU course identification; if credit is accepted by BYU; and if entry has been validated. This process ensures uniform advising efforts as counselors and transfer students receive a computerized matrix showing how their previous coursework has been evaluated by BYU and a document showing the application of transfer course work to BYU degree requirements. This process has also proved useful in recruiting and information visits to feeder schools. In a test of the system's capabilities, data tapes of student transcripts were obtained from a feeder school and input into the system. At the recruitment visit, student records were called up and evaluated against BYU degree requirements, showing the best courses to take at the feeder school and suggesting the optimal time to transfer. These changes have made a major improvement in relations with transfer students and administrators by making BYU a partner rather than an adversary. Sample transfer matrices, student progress report, and transfer student profile are attached. (KP)

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ED 368 421

THE VALUE OF TRACKING STUDENTS--GATHERING EVIDENCE ABOUT THEIR PROGRESS ALONG THE WAY

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The Value of Tracking Students--Gathering Evidence About Their Progress Along the Way

There are few things that can be as discouraging for students and school administrators alike as the process of transferring from one institution to another. With the encouragement of students and particularly administrators at some of our prime feeder schools, Brigham Young University has developed a program that has helped us address some of the problems that we have experienced in the past and has given encouraging promise of even better experiences for the future.

Maybe some of you have been in a situation similar to the one that we faced from time to time. We had two students from the same school, one of our feeder schools, visit our campus. They planned to be in the same major, and had taken the same courses at the junior college. While on our campus they each met with a different faculty adviser. On their way home, they compared notes, and began to see the differences in the information that they had been given, and that is where our problems began.

After working through that situation, we knew that we needed to do something different in order to bring continuity and stability to our transfer program. We decided to see if we could automate the transfer evaluation process and tie it into the rest of our computer system. We designed a computer file and a transfer matrix screen (Figure 1) that contained all the transcript information on courses for each college from whom we received transfer students.

The file contains:

1. The name of the transfer college
2. An expired year term for the course
3. The department name
4. The catalog number
5. The credit hours
6. Whether the credit hours were fixed or variable
7. The transcript course description
8. The BYU course id for equivalent courses
9. If the course is upper or lower division work
10. If the course is a general education course
11. If credit is accepted by us
12. If we have validated the entry

With this information we were able to assure ourselves, and transfer students, that the same course from the same institution would be evaluated the same way every time. We had already developed a computerized degree audit system and so it was easy to integrate this transfer transcript information into that system.

We now had two documents that we felt would be very

beneficial in the process of assisting students wanting to transfer to BYU. First there was the computerized matrix showing all the courses we evaluated and how those courses would be treated on our campus. We were able to put this document in the hands of administrators at the transfer school so they could evaluate it and ask for clarification, additions, deletions etc. As a consequence this document was instrumental in stimulating discussion between departments at BYU and interested transfer institutions and facilitating discussion on curriculum matters. This document was also available to the advisement and/or counseling center where transfer students would have access to the information provided (Figure 2).

Second, we had a document that we could put in the hands of transfer students, at the time they were accepted, showing how their transfer course work was being used to complete degree requirements at BYU. It also showed what work was remaining for the student to receive a degree from BYU. This was and is an official university document on which the students could rely. It's primary use was not only to lock in place the remainder of a student's program but also to be of assistance in the registration process (Figure 3A and 3B).

Once these documents were in place it became apparent to us that we could use this process at the transfer school in our recruiting and information visits. We contacted one of our feeder school and explained what we wanted to do. They volunteered to send us a computer tape of their students with all the course work they had completed and the majors their students were currently pursuing.

With this information we translated their majors into our system and then produced a BYU degree audit form for each student. For our next recruitment visit we were armed with degree audit documents for every student and were able to put the document in the hands of interested students showing them how their course work had been evaluated and what BYU degree requirements their work-to-date would meet. By using the matrix document we had produced, we were also able to instruct them on their next registration at the transfer school. We could point out courses that could be taken there that would move them along in completing BYU degree requirements.

Using this transfer matrix document we were also able to talk to students about when they ought to consider transferring to BYU. We could show them all the courses they could complete at the transfer school that would fill requirements just as though they were registered on our campus.

Needless to say, these changes have made major improvements in our relationships with transfer students, their parents, and transfer school administrators as well. We

are now seen as a partner with them in the transfer process rather than an adversary in the process.

During this past year we have started to receive transcripts electronically. Therefore there is no hand intervention in entering the courses or evaluating the equivalencies (Figure 4). We have also been able to set up a remote access system with some transfer schools and when our recruiters visit these institutions, we can call up a student's record in the computer and evaluate it against BYU degree requirements. Not only has this saved a tree or two by reducing the amount of paper used in the process, it has also given us the ability for transfer student to interact with us year round.

As with most things, each time we arrive at one horizon, we see a number of directions we can move to improve service. This has not solved all of our problems however. We are still a limited enrollment institution and therefore we must be careful as these services are provided. We don't want to give the impression to every student that they will be accepted regardless of their previous performance.

One thing that has come out of this work is that this system does demonstrate to some students that we are not the ideal institution for them to consider. We actually count this as a positive for both the student and for BYU. Nothing can be as detrimental to a institution's image as a current student who finds out they really should not be enrolled there. By being as open as possible and showing students what will happen with their previous course work we actually provide incentive for some to go elsewhere which really is in their best interest, and saves BYU negative publicity.

Figure 1

R50 10/13/92 BYU Transfer Equivalence
13783/RICKS COLLEGE Transfer College Code/Name
ENG 220 Transfer Class

Exp YYT	Dept	Crse	Crd Hrs	Cr T	Trn Course Desc	Curr Id	Date Last Used	U L	B E	C A	Articulation S	Date	Opid
915	ENG	220	2.0	F	JOURNAL WRITING	06203		L	E	Y	Y	92/06/22	XJB
999	ENG	225	2.0	F	VOC BUILDING	01841	92/05/18	L	E	Y	Y	90/04/06	DZB
884	ENG	226	2.0	F	VOC BLDG FOR WRI			L	E	Y	Y	90/03/22	KSA
884	ENG	237	3.0	F	ENGL LIT & ARTS			L	B	Y	Y	92/05/28	JXT
999	ENG	240	3.0	F	CHILDRENS LITERA	02473	92/07/02	L	E	Y	Y	91/04/09	SVX
999	ENG	242	3.0	F	LITERATURE ADOLE		92/09/09	L	E	Y	Y	91/04/09	SVX
999	ENG	250	3.0	F	INTRO LITERATURE	01842	92/10/09	L	B	Y	Y	90/04/06	DZB
999	ENG	250H	3.0	F	INTRO TO LIT	01842	92/06/16	L	B	Y	Y	92/06/17	JXT
999	ENG	251	3.0	F	FUND LITERATURE	01843	92/09/09	L	B	Y	Y	90/04/06	DZB
894	ENG	252	3.0	F	WRIT ABOUT LITER	01844	92/09/21	L	B	Y	Y	90/09/14	TSG
999	ENG	252	3.0	F	CRIT WRIT/RSCH	01844		L	B	Y	Y	92/10/07	AAH
884	ENG	253	3.0	F	POETRY & THE ART	00413	92/04/22	L	B	Y	Y	92/09/14	TSG
999	ENG	253	3.0	F	POETRY	00413		L	B	Y	Y	92/10/07	AAH
884	ENG	254	3.0	F	DRAMA & THE ARTS	00413	92/08/12	L	B	Y	Y	92/09/14	TSG
999	ENG	254	3.0	F	DRAMA	00413		L	B	Y	Y	92/10/07	AAH

PF 2-PrntMatrix 3-CopyColl 4-ErrorRpt 5-R52 6-R53 7-Pgback 8-Pgfwd
PF 9-CollXref 10-AddCls

Figure 2

BRIGHAM YOUNG UNIVERSITY (AD3000R1)
BYU TRANSFER ARTICULATION FOR RICKS COLLEGE (13783)

THEIR CLASS	THEIR TITLE	BYU CLASS	CURID	EXP	ART
AGMEC 101	BASIC AGRI MECHA			925	Y
AGMEC 104	AGRI BEG WELDING			914	Y
AGMEC 105	AGR MAINTEN WELD			884	Y
AGMEC 110	PREV MAINTENANCE				Y
AGMEC 120	FARM POWER			915	Y
AGMEC 122	SMALL ENGINES				Y
AGMEC 123	EQUIP MAINTENANC				Y
AGMEC 124	COMPACT EQUIP				Y
AGMEC 125	AGRICULT WELDING				Y
AGMEC 128	AGRICULT TRACTOR			884	Y
AGMEC 132	CLIMATE CONTROL				Y
AGMEC 140	AG PLUMBING			914	Y
AGMEC 160	AGRICULT HYDRAUL				Y
AGMEC 165	ADV HYDRAULICS				Y
AGMEC 201	INT AGRICULT MEC			914	Y
AGMEC 201	GAS ENG OVERHAUL				Y
AGMEC 210	MAJOR ENGINE REP				Y
AGMEC 220	AGRICULT MACHINE				Y
AGMEC 230	AGRICULT ELECTRI				Y
AGMEC 235	FARM ELEC SYSTEM				Y
AGMEC 240	AGRICULT STRUCTU				Y
AGMEC 250	MECH SOIL & WATE			884	Y
AGMEC 260	AGRICULTURAL SUR			884	Y
AGMEC 260	MACHINERY MANAGE				Y
AGMEC 274	AGMEC SYS ANALYS				Y
AGMEC 290	INDIVIDUAL STUDI				Y
AGMEC 294	SPECIAL PROBLEMS			914	Y
AGMEC 294	FABRICATION				Y
AGMEC 297	PRACTICUM AGRICU				Y
AGMEC 298	OCCUPTNL INTRNSH				Y
AGMEC 299	SEM AGRICULTURAL			925	Y
AGRON 071	IRRIGATION PRINC			894	Y
AMHER 100	AMERICAN HERITAG	A HTG 100	02859		Y
AMHER 110	AMHER HERITAGE	A HTG 100	02859	884	Y
AN SC 101	BSC ANIMAL SCI			894	Y
ANTH 101	INTRO CUL ANTH	ANTHR 101	00300		Y
ART 100	INTRO VISUAL ART	G E 211R	00413		Y
ART 105	INTRO TO ART	ART 100	00405	914	Y
ART 105A	INTRO DRAWING	ART 103	00407		Y
ART 105B	INTRO SCULPTURE	ART 104	00408		Y
ART 105C	INTRO PHOTOGRAPH	G E 211R	00413		Y
ART 108	GENERAL ART			884	Y
ART 110	LETTER/LAYOUT			884	Y
ART 110	BASIC DRAWING				Y

CA3001DL BRIGHAM YOUNG UNIVERSITY JAN 10, 1994
R43 ABC/GRADUATION PROGRESS REPORT

COMMENCEMENT: DEGREE: BS
COLLEGE: FAM,HOME&SOC SCI EMPHASIS: FAMILY SCIENCE MINOR:

Royersford, PA 19468

UNIVERSITY GRADUATION REQUIREMENTS

	REQUIRED	CLASS/CREDIT HOURS OR EVALUATIONS COMPLETED			DEFICIENT	CURRENT ENROLLMENT (NOT INCLUDED IN CALCULATION OF DEFICIENCIES)
ACADEMIC SKILLS						
PRE-COLLEGE MATH	01	MATH 097	WVR		0	
FIRST YEAR WRITING	01	ENG 111	TR		0	
ADVANCED WRITING	01				1	
FOR. LANG OR ADV. MATH	01				1	
ARTS AND SCIENCES CORE						
BIOLOGY	01	BS 100	TR		0	
PHYSICAL SCIENCE	01	PH.S 100	TR		0	
AMERICAN HERITAGE	01	AMHER 100	TR		0	
HISTORY OF CIVILIZATION	02				2	
ARTS AND SCIENCES ELECT.	4				1	
NATURAL SCIENCE (MAX 2)						
SOC BEHAVIOR SCI (MAX 1)		FAML 260	TR			
ARTS AND LETTERS (MAX 2)		ENG 218F	TR			
		HUM 101	TR			
* GE NEEDED = 13 GE FILLED = 08 PERCENT = 062 *						
PHYSICAL EDUCATION	2				2	
HEALTH	1	HS 131	TR		0	
PHYSICAL FITNESS	1	PE 129	NSB		0	
BOOK OF MORMON **	2	REL 121	TR		0	
		REL 122	TR			
NEW TESTAMENT **	1	REL 211	TR		0	
DOCTRINE & COVENANTS **	1				1	
BYU RELIGION HOURS	8.0				8.0	
UPPER DIVISION	40.0		0.0		40.0	0.0
RESIDENCE HOURS	30.0		0.0		30.0	
TOTAL HOURS *	128.0		49.0		79.0	0.0
* D CREDIT ALLOWED	18.0		0.0			

** BYU RELIGION HOURS ARE REDUCED BY COURSES TAKEN AT BYU THAT FILL THE REQUIREMENTS MARKED **.

Figure 3A

MAJOR REQUIREMENTS

DEPARTMENT ..... FAMILY SCIENCES
MAJOR ..... FAMILY SCIENCES
EMPHASIS ..... FAMILY SCIENCE
CODE 733830

YEAR TERM ENTERED ..... 94 FALL
MAJOR HOURS COMPLETED . 9.0
MAJOR GPA 3.27
DEGREE ..... BS

NO "D" CREDIT ACCEPTED IN MAJOR CLASSES.
MAJOR HOURS REQUIRED: 45.

COMPLETE THE FOLLOWING:
** 5 CLASS(ES)
FAMSC 160 TR FAML 260 3.0 B+
FAMSC 210 TR FAML 210 3.0 B
FAMSC 250
FAMSC 300
FAMSC 310
3 CLASS(ES) DEFICIENT

*IF YOU HAVE QUESTIONS, CONTACT YOUR
*ADVISEMENT CENTER AT
*2254 SFLC (EXT: 3541)

COMPLETE THE FOLLOWING:
** 5 CLASS(ES)
FAMSC 360
FAMSC 371
FAMSC 372
FAMSC 460
FAMSC 461
5 CLASS(ES) DEFICIENT

COMPLETE THE FOLLOWING:
** 1 CLASS(ES)
FAMSC 301
FAMSC 302 TR FAML 202 3.0 B+
FAMSC 303
THIS REQUIREMENT IS COMPLETE

COMPLETE THE FOLLOWING:
** 12.0 HOUR(S)
FAMSC 304
FAMSC 311
FAMSC 312
FAMSC 313
FAMSC 315
FAMSC 356
FAMSC 363
FAMSC 395R
FAMSC 403R
FAMSC 404
FAMSC 465
12.0 HOUR(S) DEFICIENT

*** CONTINUED NEXT COLUMN ***

CURRENT ENROLLMENT

UNOFFICIAL TRANSCRIPT

TRANSFER CLASSES
RICKS COLLEGE
ATTENDED 92-93

BS	100	3.0	C+
COMM	202	3.0	C
CS	105	2.0	B
ENG	111	3.0	B+
HS	131	2.0	B
REL	121	2.0	B
AMHER	100	3.0	B
ENG	218F	3.0	A-
FAML	203	3.0	B+
FAML	210	3.0	B
HUM	101	3.0	B+
REL	122	2.0	A
COMM	102	3.0	A
COMM	220	3.0	A-
FAML	202	3.0	B+
FAML	260	3.0	B+
PH.S	100	3.0	A-
REL	211	2.0	A-

SUMMARY OF COLLEGE CREDITS

	EARNED	GRADED	POINTS	GPA
TOTAL	49.0	49.0	160.00	3.27
BYU	0.0	0.0	0.00	0.00

Figure 3B

Figure 4

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H11                        BYU Student Transfer Information     Edit=YES       *ACTIVE*
555555555 STUDENT JOSEPH                    BYU-ID/NAME
College 13783 RICKS COLLEGE                      Additional:
College Type:          Years Attended:  88 - 91          Semester/Quarter   :   S
Accredited  :  AG      State Location:  ID                Transcript Received:   E  921 T
Degree Awarded :           Additional:
Degree Level   :
Degree YY/MM   :   /                                          Earned       Graded    Points GPA
Degree Major   :                                      Total    71.0         71.0      258.00 3.63
Degree Minor   :                                    College    58.0         58.0      211.70 3.65
                                          College Provided     58.0         58.0      211.70 3.65
001  of   023  Classes
YYT  Dept   Crse  Gd  Hrs  Description          Curid    RS  UL  BE  CA
885  AMHER  100   A   3.0  AMERICAN HERITAGE    02859    N   L   B   Y
885  BS     100   A   3.0  PRIN OF BIOLOGY      00099    N   L   B   Y
885  ENG    111   B+  3.0  COMPOSITION          01833    N   L   B   Y
885  PE C   131   A   1.0  GOLF BEGINNING       04299    N   L   E   Y
885  REL    121   A   2.0  BOOK OF MORMON       04997    N   L   E   Y
885  HS     131   B+  1.5  PERS HEALTH & FI      02794    N   L   E   Y
891  ENG    114   A-  3.0  COMP/ANA READ         01833    N   L   B   Y
1=Help  2=BYU-T  3=Colbck  4=Colfor  5=Spaces  7=Clsbck  8=Clsfor  9=Delet  10=ColAdd
11=ClsAdd   19=DelAdmit  21=PrintOLD  22=NewAdmit   23=EvalDone   24=PrintNEW
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